



**Higher National and Vocational Qualifications
Internal Assessment Report 2012
Drama and Theatre Arts**

The purpose of this report is to provide feedback to centres on verification in Higher National and Scottish Vocational Qualifications in this subject.

Higher National Units

General comments

Within the verification group for Drama and Theatre Arts (16) there appeared to be a clear and accurate understanding of the national standards for HNC/D Acting and Performance, HNC/D Musical Theatre and HND Technical Theatre and Production Arts. The standards across the centres appeared to be appropriate and consistent with HN level.

The following Units were verified across three centres:

DG4N 34	Voice 1: Developing Skills
DG4R 35	Voice 2: Applying Skills in Performance
DG47 34	Production 1: Developing Skills
DG48 35	Production 2: Applying Skills for Performance
DG3K 34	Acting 1: Developing Skills
DG4W 34	Singing Skills for the Actor 1
DP8T 34	Performance 1: Developing Skills for Musical Theatre
DP8X 34	Singing Skills for Musical Theatre 1
DP93 34	Vocal Techniques 1
DP8H 35	Vocal Techniques 2
DP8Y 35	Singing Skills for Musical Theatre 2

Unit specifications, instruments of assessment and exemplification materials

In all cases, centres used the SQA assessment exemplar materials if they were available for the Unit. The majority of centres adopted their own house style for the delivery of the material.

Centres that had delivered the Units for some time demonstrated a high level of familiarity with the Unit specifications, instruments of assessment and exemplification materials. This aided the standardisation of marking and recording of assessment across centres. Centres were given guidance on the approach required in order to maintain consistency and standardisation of assessment.

Evidence Requirements

All centres demonstrated a clear understanding of the Evidence Requirements. All evidence was easily accessible and easy to track. This applied to both written evidence and recorded video evidence. There were increasing instances of written Evidence Requirements being submitted and stored electronically in centres where a Virtual Learning Environment (VLE) is being employed for learning and teaching.

Any issues highlighted by centres that have arisen from the delivery of Units during the past few years should be addressed as Units undergo revision. The

following Units have been recently revised and the Unit specifications can be downloaded from SQA's website (using the HN Unit search function).

Unit title	Old Unit code	New Unit code
Performance 2: Applying Skills for Musical Theatre	DP8V35	DP8V35 (no change)
Acting 2: Applying Skills in Performance	DG3L 35	H1KV 35
Voice 1: Developing Skills	DG4N 34	H1KW 34
Voice 2: Applying Skills in Performance	DG4R 35	H1KX 35
Vocal Techniques for Musical Theatre 1 (new title to replace Vocal Techniques 1)	DP93 34	H1KY 34
Vocal Techniques for Musical Theatre 2 (new title to replace Vocal Techniques 2)	DP8H 35	H1L0 35
Singing Skills for Musical Theatre 1	DP8X 34	H1L1 34
Singing Skills for Musical Theatre 2	DP8Y 35	H1L2 35
Singing Skills for the Actor 2	DG4C 35	H1L3 35

Further updates on the revision of frameworks for HNC/D Acting and Performance and HNC/D Musical Theatre will be available in session 2012–13.

Administration of assessments

All centre assessments were at an appropriate level. Standardisation was achieved with centres employing robust and well documented internal verification procedures.

General feedback

Assessor feedback to candidates was considerable and detailed throughout. There was a significant amount of evidence where the use of comments and ticks in written work and checklists supported the assessment decision. Candidates across centres were very enthusiastic about their courses. An increasing number of centres use a VLE, such as Moodle, for delivery of some teaching and assessment material.

Areas of good practice

- ◆ All centres offered very well laid out Unit folders and candidate assessment material.

- ◆ Recorded video evidence was generally very good throughout, and easily accessible for verification
- ◆ Successful use of VLE for learning and teaching. This enables the candidate to learn and apply new IT skills.

Specific areas for improvement

- Development of a clear tracking procedure for candidate evidence from paper to video evidence.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

Acting and Performance: Graded Unit 2 — DG4V35

Musical Theatre: Graded Unit 1 — DP9P34

Musical Theatre: Graded Unit 2 — DP9R35

Technical Theatre and Production: Graded Unit 2 — FA0395

General comments

There appears to be a clear and accurate understanding of the national standards for Graded Unit 2 in Acting and Performance and Graded Units 1 and 2 in Musical Theatre. The standards across the centres appeared to be appropriate and consistent with HN level. Only one centre was verified for Technical Theatre and Production Graded Unit 2. The centre had a successful verification visit and national standards at HN were upheld.

Unit specifications, instruments of assessment and exemplification materials

In all cases, centres used the SQA assessment exemplar material for Graded Unit 2 in Acting and Performance, Graded Units 1 and 2 in Musical Theatre, and for Graded Unit 2 in Technical Theatre and Production. The centres adopted their own house style for the delivery of the material.

The high level of familiarity with the Unit specifications, instruments of assessment and exemplification materials continues to aid the standardisation of marking and recording of assessment across the centres. Some difficulty arose with centres who were offering the Musical Theatre Graded Units for the first time. These difficulties were, in the main, caused by unfamiliarity with the exemplar materials. The centres were given guidance in the approach required in order to achieve consistency and standardisation of assessment. It is worth noting that, where a development visit has taken place prior to the delivery of the Graded Units, the centre has benefited from advice on best practice to use in the delivery of the Units.

Evidence Requirements

Overall, centres demonstrated a clear understanding of the Evidence Requirements. In the majority of centres, evidence was easily accessible and easy to track. This applied to both written evidence and recorded video evidence. Occasionally, some issues arose over the difficulty in identifying candidates on video. Some centres offering Musical Theatre Graded Units for the first time misunderstood the Evidence Requirements at some points and related marking was not in line.

A difficulty arises for centres delivering Graded Units for the first time, in establishing the correct level of applied marking for HN level. There can be a

tendency to mark subjectively. There is a DVD available for Acting and Performance: Graded Unit 1 and this offers an example of assessing the graded Unit through the stages. There was an increasing use of VLEs for submission, marking and storage of written Evidence Requirements.

Administration of assessments

Centre assessments were at an appropriate level. Standardisation was achieved by robust and well documented internal verification procedures. This was a dominant feature across a number of centres. Consistent and appropriate marking was achieved sometimes through a cross marking system. Assessments were marked by two assessors, each with an individual score sheet, and an average mark taken from the two results. This was particularly beneficial in the marking of the practical assessment and logbooks in Acting and Performance and Musical Theatre Graded Units.

There was evidence in some centres of internal verification taking place throughout the delivery of the Graded Units — after Stage 1, after Stage 2, and again after the final stage. This system enables problems to be picked up early on and corrected if necessary, rather than waiting until the end of the delivery and discovering a problem in Stage 1.

General feedback

Feedback to candidates was generally significant and detailed throughout. There was a significant amount of evidence that the use of comments in logbooks and checklists supported the awarded mark. All centres offered fair access to assessment and learning support if required. Candidates who were interviewed showed enthusiasm for their course and lecturers.

Areas of good practice

- ◆ All centres offered very well laid out Unit folders and candidate assessment material.
- ◆ Recorded video evidence was very good throughout and easily accessible for verification
- ◆ Some centres used more than two assessors for the performances, thereby creating a realistic scenario for the mock audition.
- ◆ Double marking was employed to assist with appropriate level and standardisation of marking.
- ◆ Internal verification was carried out throughout the delivery of Graded Units. This also assisted with maintaining standardisation and helping to reduce and remedy potential problems at each stage, rather than at the end point.

Specific areas for improvement

- ◆ Clearer identification of candidates where video evidence is used.
- ◆ Internal verification forms and checklists should allow enough room for comments.

- ◆ Use the same assessors on the *viva voce* panel throughout for consistency.
- ◆ Marking in the Musical Theatre Graded Units should be carried out by an appropriate subject specialist, eg singing, dancing, and acting.